Republic of Malawi

Syllabus for

Geography

Forms 3 and 4

Ministry of Education, Science and Technology

Syllabus for

Geography

Forms 3 and 4

Ministry of Education, Science and Technology

Prepared and published by

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Foreword

Education is the vehicle through which every citizen can realise his or her potential and contribute to national development. The vision of the education sector in Malawi is to be a catalyst for socio-economic development, industrial growth and an instrument for empowering the poor, the weak and the voiceless. Its mission is to provide quality and relevant education to Malawians. As a catalyst for the development, education should equip the individual with knowledge, skills, values and attitudes to enable one to perform one's roles effectively, in an attempt to promote and sustain the social-economic development of a nation.

It is the conviction of the Ministry of Education, Science and Technology that primary education alone is not sufficient for achieving socio-economic development. As argued in the NESP (2008-2017), 'In an evolving and changing world of education, there is no way basic education can be taken as a complete transformer of our society when the world at large is getting more complex and sophisticated'. Therefore, secondary education is critical as it provides additional knowledge, skills and attitudes crucial for enabling Malawians to cope with the complex and sophisticated socio-economic and political environment of the global village to which Malawi belongs. Specifically, secondary education is:

- a human right, and important for achieving gender equity
- important for improving the health and quality of life for individuals, families and communities
- important for the socio-economic and political development of the nation
- necessary for reaching the Millennium Development Goals (MDGs), Education For All (EFA) and for promoting Universal Primary Education (UPE)

Against this background, the Malawi Government through the Ministry of Education, Science and Technology has reviewed the secondary school curriculum with a view to improving its quality and relevance, and to align it with the primary curriculum which has since been reviewed and emphasises continuous assessment as a tool for learning.

The rationale for reviewing the secondary school curriculum is contained in the NESP (2008-2017), and PIF (2000). The documents clearly state that the purpose of secondary education is to provide students with the academic basis for gainful employment in formal, private and public sectors. They further state that secondary education will prepare students for further education according to their abilities and aptitudes. However, it is important to note that for the majority of the children in Malawi, secondary education is terminal. Consequently, the curriculum has put emphasis on practical skills that enable them to achieve self-employment.

It is also clear that a good secondary school curriculum enables a student to develop into an adult with sound intellectual, moral, physical, and emotional abilities. Therefore the curriculum needs to address the whole range of students' abilities and interests. In addition, it should aim at equipping the student to become an independent learner in order to promote personal, family, community and national development. The new curriculum has therefore been deliberately designed to achieve these important goals. The importance of this syllabus therefore, cannot be over-emphasised.

I would like to thank all those who were directly or indirectly involved in the preparation of the syllabuses. Key among the stakeholders are the Director and staff of the Department of Inspectorate and Advisory Services (DIAS) in the Ministry of Education, Science and Technology (MoEST), for facilitating the development of the syllabuses in collaboration with the Director and staff of the Malawi Institute of Education (MIE). I would also like to extend my gratitude to university colleges (both public and private), teachers from secondary schools (both public and private), members of different religious groups and officers representing special interest groups such as the Malawi Revenue Authority (MRA), Reserve Bank of Malawi (RBM), Malawi Bureau of Standards (MBS), Anti-Corruption Bureau (ACB) and Malawi Blood Transfusion Services (MBTS) for their valuable contribution to and participation in the preparation of these syllabuses.

Most of all, I would like to express my hope that teachers will implement this curriculum diligently and in the best interest of the students so that the goals for reviewing the curriculum are achieved.

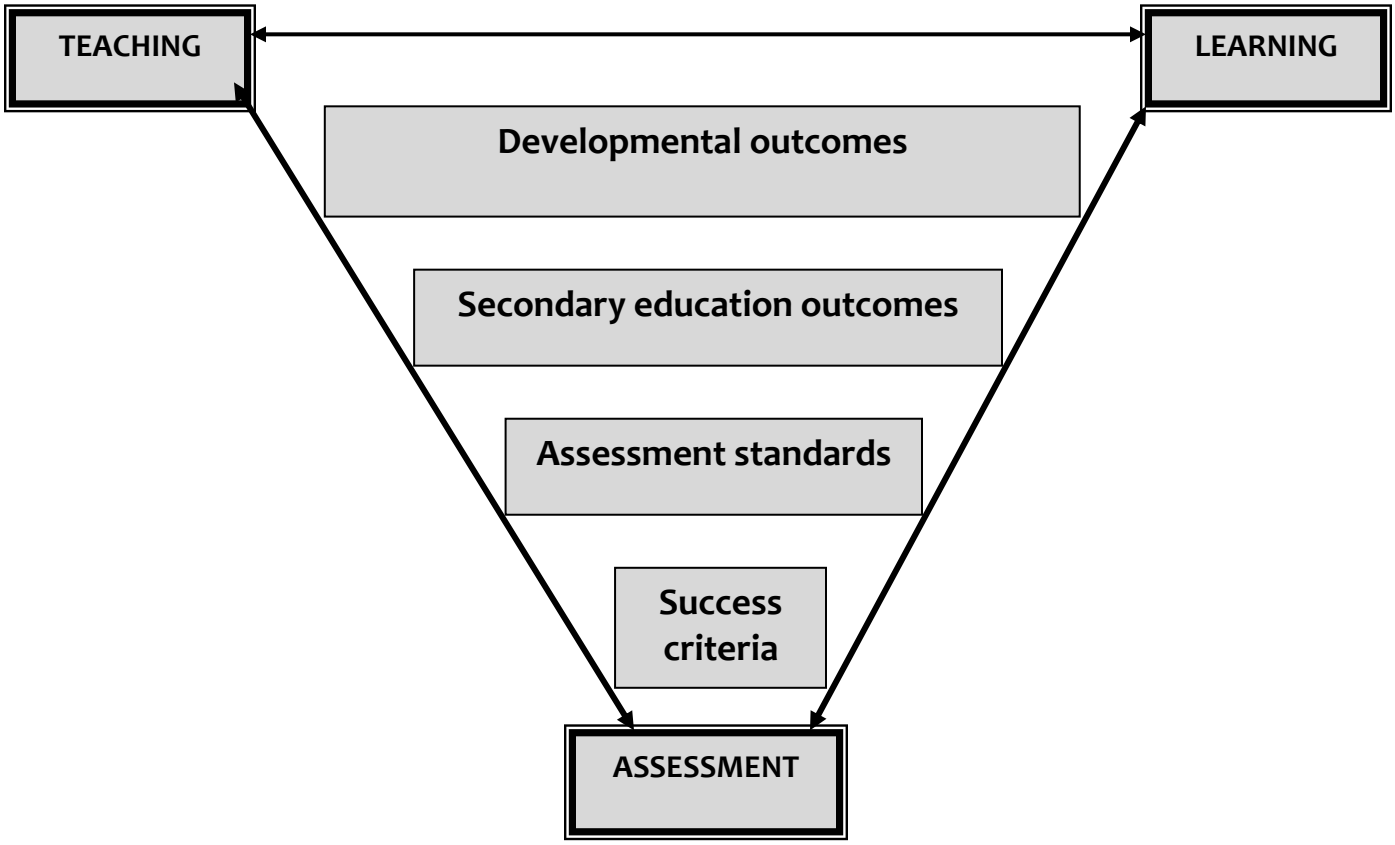
Dr McPhail Magwira
Secretary for Education Science and Technology (SEST)

The secondary school curriculum in Malawi

Among other reasons, the secondary school curriculum has been reviewed to align it with the primary school curriculum. This curriculum puts emphasis on student-centred teaching and learning approaches, including continuous assessment.

This curriculum focuses on student achievement. To achieve the outcomes, students must be introduced to new knowledge, skills, attitudes and values in the context of their existing knowledge, skills, attitudes and values so that they develop a deeper understanding as they learn and apply the knowledge. In this way, the process of learning is integral to the final product. The final products are the outcomes, that is, what students are expected to achieve in terms of knowledge, skills, attitudes and values, which must be clearly stated before teaching and learning begin. The achievements made at school, however, are only truly beneficial when the students transfer them to life beyond the school and view learning as a lifelong process. This is essential to keep pace with the changing social environment of home and work.

The figure below illustrates the structure and major elements of Malawi's secondary school curriculum, which are elaborated in the text below.



The developmental structure of the secondary school curriculum in Malawi

Developmental outcomes

The developmental outcomes are over-arching; they are what the student is expected to achieve by the end of the secondary school cycle both in and out of school. These outcomes apply to subject areas and they have been derived from the Constitution of the Republic of Malawi, Malawi Growth and Development Strategy (MGDS), National Education Sector Plan (NESP), Education Act and other education policy documents, including global policies and multilateral agreements to which Malawi is a signatory, as well as from the Secondary School Curriculum and Assessment Review (SSCAR). That is, students should be able to:

1 demonstrate appropriate moral and ethical behaviour in accordance with the accepted norms and values of the society
2 demonstrate local, regional, and international understanding
3 communicate competently, effectively, and relevantly in a variety of contexts, in an appropriate local or international language
4 apply mathematical concepts in socio-cultural, political, economic, environmental, scientific, and technological contexts to solve problems
5 apply scientific, technological, vocational, and managerial skills in a creative and innovative way to identify problems and develop appropriate solutions, so as to participate productively in society
6 demonstrate health-promoting behaviour in their personal lives as well as in their communities and the wider environment, with particular attention to prevalent diseases
7 appreciate and interact with the environment in a responsible and sustainable manner
8 apply the indigenous and non-indigenous knowledge and skills necessary for lifelong learning, personal advancement, employment, and the development of society
9 use Information and Communication Technology (ICT) responsibly and productively
10 demonstrate an understanding of the functioning of the economy and the contribution of agriculture and other sectors to national development
11 make use of entrepreneurial and vocational skills for personal and national development
12 apply research skills for problem-solving
13 demonstrate an understanding and appreciation of issues of human rights, democracy, gender, governance, and other emerging issues

Secondary education outcomes

The secondary education outcomes are categorised into seven sets of essential skills to be acquired by a secondary school graduate. The skills are:

1 citizenship skills
2 ethical and socio-cultural skills
3 economic development and environmental management skills
4 occupational and entrepreneurial skills
5 practical skills
6 creativity and resourcefulness
7 scientific and technological skills

Citizenship skills

1 demonstrate an understanding and appreciation of the symbols of nationhood
2 demonstrate a spirit of patriotism and national unity
3 apply decision-making skills necessary for participation in civic affairs
4 demonstrate a spirit of leadership and service
5 show respect for one's own and other people's rights and responsibilities
6 tolerate other people's attitudes and beliefs
7 demonstrate respect for the rule of law
8 understand characteristics of good governance
9 initiate and implement community development projects
10 demonstrate a sense of good neighbourliness
11 demonstrate a sense of national, regional and international understanding
12 demonstrate cooperative behaviour
13 demonstrate personal and social responsibility

Ethical and socio-cultural skills

14 demonstrate moral, spiritual and ethical attitudes and values
15 appreciate Malawi's diverse cultures and their respective practices
16 appreciate existing national institutions and cultural heritage
17 appreciate the value of the relationship between the individual and society
18 respect one's own and other people's cultures
19 identify beliefs which promote or retard national development
20 evaluate beliefs, taboos and superstitions in relation to national development
21 uphold beliefs which promote national development

Economic development and environmental management skills

22 understand Malawi's economy and economic structure
23 demonstrate entrepreneurial and/or vocational skills for formal or informal employment
24 exploit economic opportunities stemming from agriculture
25 demonstrate an interest in land husbandry, animal husbandry and aquaculture
26 apply appropriate agricultural practices and methods
27 acquire positive attitudes and skills, and apply them to the sustainable development of the natural and physical environment
28 understand the importance of diversified agriculture for Malawi's economy
29 understand the impact of technologies on economic productivity
30 apply relevant technologies to various economic activities
31 apply value addition practices to agricultural and environmental resource utilisation and management
32 appreciate Malawi's environmental resources
33 understand the impact of rapid population growth on natural resources and the delivery of social services
34 apply a variety of measures to conserve Malawi's natural resources
35 apply ICT skills to improve intellectual growth, personal enhancement and communication
36 demonstrate the ability to adapt to climate change and mitigate its impact on the economy and environment

37 appreciate the importance of energy in economic development
38 understand the importance of diversifying the economy through sectors such as tourism, mining and manufacturing

Occupational and entrepreneurial skills

39 demonstrate the spirit of self-reliance through vocational and entrepreneurial activities
40 apply appropriate vocational, occupational and entrepreneurial skills to individual and national advancement
41 demonstrate effective communication skills for the transfer of occupational and entrepreneurial knowledge, skills, attitudes and values
42 apply the principles of science and technology, entrepreneurship and management to promote active and productive participation in the society
43 demonstrate creativity and innovation for the benefit of the individual, community and the nation as a whole
44 demonstrate an understanding of indigenous and non-indigenous knowledge, skills, attitudes and values, and apply them to personal intellectual growth and national development
45 use vocational, occupational and entrepreneurial skills for the creation of economic opportunities in agriculture and other sectors

Practical skills

46 acquire entrepreneurial skills related to agriculture, commerce and industry
47 apply appropriate skills to agricultural, commercial and industrial production
48 demonstrate positive attitudes to manual work
49 demonstrate excellence in any kind of workmanship
50 demonstrate sporting ability and sportsmanship
51 demonstrate the ability to use creative and innovative artistic talents for self-employment

Creativity and resourcefulness

52 demonstrate a spirit of inquiry and creative, critical and lateral thinking
53 use problem-solving techniques to solve practical problems
54 demonstrate an imaginative and creative mind
55 exploit creative potential
56 understand personal strengths and weaknesses and use strengths to promote healthy self-esteem
57 maximise the use of available resources

Scientific and technological skills

58 apply appropriate scientific, technological and vocational skills to improve economic productivity
59 apply relevant innovations in science and technology
60 demonstrate a capacity to utilise appropriate technology
61 demonstrate basic research skills

Rationale for geography

Geography, a natural and social science, involves the study of the physical environment and the interaction of people with the environment. It helps learners to acquire appropriate knowledge, skills, attitudes and values in order to understand and appreciate the world and manage its resources sustainably. It also makes them appreciate the interdependence of societies in various areas at local, national, regional and global level.

The dawn of the 21st Century has the earth getting overcrowded, natural resources getting depleted, world climates becoming more erratic, the global economy becoming more competitive and world events getting more interconnected. Resolving these contemporary issues require critical and creative minds that geography helps to realize. Through geography learners appreciate the value of nature and be able to conserve it.

Core elements and their outcomes

Map work and interpretation of geographical information

The student will be able to demonstrate the ability to read, transform and interpret maps as well as analyse and interpret other geographical information in various forms.

Understanding the earth

The student will be able to demonstrate an understanding of the lithosphere, hydrosphere, atmosphere and biosphere.

Environmental and natural resources management

The student will be able to appreciate the importance of the environment, consequently be able to protect it and practise sustainable natural resource management.

Spatial organisation

The student will be able to demonstrate increasing knowledge and understanding of places in the local, regional, national, international and global contexts, in relation to distribution of economic and social activities.

Interdependence between Malawi and the world

The student will be able to understand the interdependence between and among countries in environmental, economic, social and technological aspects for sustainable development.

Scope and sequence chart for Forms 1 to 4

Core element	Form 1	Form 2	Form 3	Form 4
Map work and interpretation of geographical information	**Map work** • map and its components • types and uses of maps • maps and scale • map symbols and conventional signs • location and grid reference • direction and bearing	• longitudes and latitudes - time zones - standard time • contour patterns • relief • gradient • drainage patterns • riverine features • coastal features • cross sections and long profiles • land use	• fundamental map reading and interpretation skills - land use - landforms - riverine features - coastal feature • map work - measuring distance - calculation of area - cross sections and river profiles - reducing and enlarging maps - gradient **Statistical methods** • statistical methods in geography	• Geographical Information system (GIS) and remote sensing - interpretation of GIS - aerial photographs - satellite images
Understanding the earth	**Earth as a planet** • solar system • shape of the earth • movements of the earth - rotation - revolution	**Lithosphere** • internal structure of the earth • internal and external processes that shape the landscape	• theory of continental drift • plate tectonics - mountain building - volcanism - earthquakes • rocks	

Core element	Form 1	Form 2	Form 3	Form 4
	Hydrosphere • Hydrological cycle - main features and processes - importance - factors which disturb the cycle (global warming, deforestation and acid rain) **Atmosphere** • composition and structure of atmosphere • weather and climate - elements of weather	**Lithosphere** • internal structure of the earth • internal and external processes that shape the landscape • formation of lakes • formation of east and central African lakes • drainage system of east and central Africa • importance of lakes and rivers - case study: Shire River • distribution of seasons in: - tropical regions - temperate regions - polar regions - seasons of Malawi	• landforms - riverine - coastal • relief features of the ocean basins • ocean currents • pressure belts • planetary/prevailing winds • air masses and fronts • local winds • land and sea breeze • cyclones and anticyclones • clouds • precipitation • rainfall (types)	

Core element	Form 1	Form 2	Form 3	Form 4
	• **Biosphere** - composition and structu		• climatic regions and world biomes - equatorial - tropical continental - tropical desert - mediterranean/warm temperate western margin - cool temperate interior	
Environmental and natural resources management	**Environment** • components of environment • importance of environment • ecosystem **Natural resources** • types (renewable and non-renewable) • importance of natural resources	• environmental management • natural resources in Malawi - forestry - wildlife - soil - energy (case study: HEP in Malawi) - minerals	• environmental issues - pollution - desertification - climate change • world fishing - factors influencing development of world fishing industry - major fishing grounds - types of fish - main fishing methods - importance of the fishing indus	• environmental issues - wetlands - wildlife - waste management • responses to climate change - national initiatives - international agreements - examples and aims • minerals - types of minerals - world distribution - uses (uranium, petroleum, coal, gold, iron and copper) - mining methods - effects of mining

Core element	Form 1	Form 2	Form 3	Form 4
	Natural disasters • meanings (disaster, hazard, risk) • types of natural disasters • effects of natural disasters	• fish (case study: fishing in Malawi) • natural disasters in Malawi • precautionary measures • disaster risk management	- challenges of the fishing industry - management and conservation of fisheries	- case studies: 1 uranium in Malawi 2 petroleum • energy - types (HEP, solar, wind, biomass, thermal, geothermal) - energy crisis in Malawi
Spatial organisation	**Population** • meaning • composition • distribution • density • growth	• population of Malawi - composition - distribution - density - growth • effects of population growth in Malawi		• world population distribution and density • population dynamics - birth rate - fertility rate - mortality rate - migration - age- sex structure - demographic - transition model **Settlements** - types (rural and urban) - settlement patterns - urbanisation - urban land use model case study: Lilongwe

Core element	Form 1	Form 2	Form 3	Form 4
		Industries • types • location of industries in Malawi • case study on tourism in Malawi		**World agriculture** • factors influencing agriculture - physical - human - economic - technological • types of agriculture • case studies - rice farming in South east Asia - dairy farming in Denmark - irrigation farming in Israel - tea plantation in Malawi • industrialisation • major industrialised areas in the world • impact of industries • case studies on the motor vehicle industry in Japan and tourism in Africa

Core element	Form 1	Form 2	Form 3	Form 4
Interdependence between Malawi and the world		**Communication, transport and trade** • communication - means of communication - importance of communication - communication in Malawi • transport - types of transport - transport in Malawi - problems of transport in Malawi • trade - imports/exports - balance of trade in Malawi - factors affecting balance of trade in Malawi	• aims - regional trade blocks (SADC and COMESA) - WTO • benefits and challenges of trade agreements • role of customs in international trade	• major world transport routes - sea routes - air routes • railway network in Africa

Teaching syllabus for Forms 3 and 4

Form 3 Term 1

Core element: Map work and interpretation of geographical information

Outcome: Students should be able to demonstrate the ability to read, transform and interpret maps as well as analyse and interpret other geographical information in various forms.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • develop an understanding of the influence of relief on land use	Students must be able to: 1 interpret map symbols in relation to land use	**Land use**	• identifying landforms on topographical maps • discussing a topographical map showing land use • interpreting map symbols in relation to land use	• question and answer • pair work • group discussion	• topographical maps • map reading textbooks • the local environment • diagrams of various landforms • atlases
	2 explain factors that affect land use patterns		• brainstorming factors that affect the land use patterns • discussing the factors that affect the land use patterns	• practical exercises • peer assessment	

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • recognize various landforms and features on topographical maps	Students must be able to: 1 identify various landforms on topographical maps 2 draw cross sections of selected landforms from topographical maps	**Landforms**	• identifying landforms on topographical maps • discussing landforms on topographical maps • drawing cross-sections of selected landforms from topographical maps • determining intervisibility of points on the cross section	• demonstration • pair work • group discussion • peer assessment • practical exercises • question and answer • teacher observation	• topographical maps • map reading textbooks • the local environment • diagrams showing various landforms

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
	3 identify riverine features on a topographical map	**Riverine features**	• identifying riverine features on topographical maps • discussing riverine features on topographical maps	• pair work • group discussion • question and answer • written exercises • practical exercises • teacher observation • field work	• topographical maps • diagrams of riverine features • map reading textbooks • local environment
	4 identify coastal features on a topographical map	**Coastal features**	• identifying coastal features on a topographical map • discussing coastal features on a topographical map	• pair work • group discussion • question and answer	• topographical maps • diagrams of coastal features

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • read and interpret maps	Students must be able to: 1 measure distance between points 2 calculate areas on a map 3 draw cross-sections and river profiles	**Map work**	• discussing methods that can be used to measure both straight and winding distances • measuring distances using various methods • discussing how to calculate areas of regular and irregular shapes • calculating areas of regular and irregular shapes • drawing cross-sections and river profiles • determining the intervisibility between two points	• demonstration • question and answer • peer assessment • practical exercises • pair work • written exercises	• local environment • map reading text books • atlases • strings • observation checklists • pair of dividers

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 reduce and enlarge maps 5 calculate gradient		• demonstrating how to reduce and enlarge maps • reducing and enlarging maps on paper according to scale • discussing the advantages of reduced and enlarged maps • discussing how to calculate gradient • interpreting the results of gradient calculation		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • collect and use geographical data using appropriate procedures	Students must be able to: 1 identify various ways of collecting geographical data 2 design data collection instruments	**Statistical methods in geography**	• brainstorming methods of collecting data • discussing data collecting methods eg measurements, interviews and observations • designing data collection instruments eg observation checklists, questionnaires and interview guides • discussing the advantages and disadvantages of data collection instruments	• demonstration • question and answer • fieldwork • practical exercises • role play	• resource persons • local environment • sample data collection instruments • students' experiences • graph paper • newspaper articles

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 collect data using appropriate instruments 4 analyze data using appropriate procedures		• discussing how to collect data using appropriate procedures • collecting data on a chosen topic • organizing data • analyzing data using appropriate procedures • interpreting the analyzed data • presenting data using various methods eg line, curve, bar graphs, pie charts, age- sex pyramids, statistical maps, tables and flow diagrams		

Core element: Understanding the earth
Outcome: The students will be able to demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the theory of *continental drift*	The students must be able to: 1 explain the theory of *continental drift*	**The theory of continental drift**	• brainstorming the meaning of the terms *theory* and *continental drift* • discussing the meaning of the terms *theory* and *continental drift* • studying a diagram showing the theory of continental drift • discussing the theory of continental drift	• brainstorming • group work • discussion • pair work • individual/ self assessment • demonstration • peer assessment • question and answer • written exercises	• diagrams • checklists • models • videos • rubrics • internet • geographical magazines • atlases

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	2 explain evidence supporting the theory of continental drift 3 examine the weaknesses of the theory of continental drift		• analyzing evidence supporting the theory of continental drift • using models to support the evidence of the theory of continental drift • brainstorming the weaknesses of the theory of continental drift • discussing the weaknesses of the theory of continental drift • debating the weaknesses of the theory of continental drift		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of theory of plate tectonics	Students should be able to: 1 explain the theory of plate tectonics 2 examine the causes of plate tectonics	**The theory of plate tectonics**	• discussing the meaning of the term *plate tectonics* • discussing the theory of *plate tectonics* • relating the theory of continental drift to plate tectonics • analyzing a diagram showing plate movements • brainstorming the causes of plate tectonics • discussing the causes of plate movements	• discussion • question and answer • peer assessment • written exercises • demonstration • case study • brainstorming	• map • geological diagrams • pictures of plate movements • videos

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain different types of plates and boundaries		• identifying plates on a map • locating plate boundaries on a map • discussing different plate boundaries and their movements • demonstrating movement of plates		
	4 identify features formed along plate boundaries		• identifying geological features that are formed along plate boundaries • discussing geological features formed along plate boundaries		

			• examining geological features formed along plate boundaries		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	explain the formation of geological features 6 explain the effects of geological features on the environment and human activities		• discussing the formation of geological features • examining the impact of the formation of features on the environment and human activities • discussing the effects of geological features on the environment and human activities • analyzing cases on the effects of geological features along plate boundaries		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of mountain building	The students must be able to: 1 explain the main processes of mountain building in relation to plate tectonics	**Mountain building**	• discussing the processes of mountain building eg folding and faulting • studying diagrams of mountain building processes • relating mountain building to movement of plates • discussing the main processes of mountain building	• discussion • question and answer • case study • peer assessment • role play • drama • individual/self assessment • demonstration	• students' experiences • diagrams of mountain building processes • diagrams or pictures of features formed during mountain building • videos • internet

					• resource persons • checklists • scoring rubrics • maps showing mountain building zones
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	2 explain different features formed from mountain building process 3 analyze the effects of mountain building on life and human activity		• brainstorming different features formed from mountain building processes • discussing different features formed from mountain building processes • illustrating the formation of each type of mountain • examining the effects	• brainstorming • discussion • case study • role play • drama	

			of mountain building on life and human activity • suggesting how disaster risk management knowledge and skills could be applied in mountain building zones		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of volcanism	The students must be able to: 1 explain the term *volcanism* 2 explain the formation of a volcano	**Volcanism**	• brainstorming the meaning of volcanism • discussing the meaning of the term *volcanism* • analyzing how a volcano is formed • demonstrating how a volcano is formed • discussing the stages of a	• discussion • individual/self assessment • question and answer • peer assessment • case study • role play • drama	• diagrams/pictures of volcanic eruption • articles on a volcanic eruption • videos • internet • television programmes • checklists • map showing

			volcano's life cycle • illustrating a volcano's life cycle		volcanic belts • scoring rubrics
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain extrusive and intrusive features formed from a volcano 4 assess the effects of volcanic activity		• locating major areas of volcanic activity • listing extrusive and intrusive features formed from a volcano • discussing extrusive and intrusive features formed from volcanoes • analyzing the relationship between volcanism and mountain building • examining the effects of volcanic activities • discussing the need for		

			applying disaster risk management knowledge and skills in areas that are vulnerable to volcanic activities		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of earthquakes	Students must be able to: 1 explain the term *earthquake* 2 explain the causes of earthquakes	**Earthquakes**	• brainstorming the meaning of the term *earthquake* • discussing the meaning of the term *earthquake* • locating areas/zones where earthquakes frequently occur in the world • discussing the causes of earthquakes • discussing how	• discussion • question and answer • case study • peer assessment	• maps of earthquake zones • pictures • videos • internet • checklists • scoring rubrics

			earthquakes can be detected and measured • discussing pictures showing the effects of earthquakes		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain the effects of earthquakes 4 explain the relationship among fold mountains, volcanoes and earthquakes		• discussing the effects of earthquakes • analyzing the effects of earthquakes • identifying zones where fold mountains, volcanoes and earthquakes occur • discussing the relationship among fold mountains, volcanoes and earthquakes		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of rocks and how they contribute to the environment and human life	Students must be able to: 1 describe main types of rocks 2 explain the formation of rocks	**Rocks**	• brainstorming the meaning of the term rock • discussing the meaning of the term rock • identifying main types of rocks • discussing the main types of rocks • brainstorming the formation of rocks	• discussion • peer assessment • question and answer • written exercises • field visits • practical work	• geological map • rock samples • illustrations of the rock cycle • checklists • scoring rubrics • pictures • internet • videos • local environment

			• discussing the processes that lead to the formation of each type of rock		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 identify characteristics and samples of each type of rock		• discussing the characteristics of each type of rock • collecting rock samples from the field • classifying rock samples according to their rock type • analyzing the relationship between and among different types of rocks • brainstorming the		

	4 examine the importance of rocks to life and human activities		importance of rocks to life and human activity • examining the importance of rocks to life and human activities		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of the importance of riverine land forms	Students must be able to: 1 explain the term *landform*	**Riverine land forms**	• brainstorming the meaning of the term *landform* • discussing the meaning of the term *landform* • listing examples of riverine landforms • identifying riverine features from maps, pictures or diagrams	• discussion • question and answer • pair work • field visits • peer assessment • individual/self assessment	• students' experiences • local environment • diagrams of riverine landforms • pictures • videos • internet

	2 explain the formation of riverine landforms 3 explain the importance of riverine landforms		• discussing how riverine landforms are formed • brainstorming the importance of riverine landforms • examining the importance of riverine landforms		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

We will know this when students are able to: • demonstrate an understanding of coastal land forms	Students must be able to: 1 explain how coastal landforms are formed 2 explain the importance of coastal landforms	**Coastal land forms**	• identifying coastal landforms from a map, picture or diagrams • discussing how coastal landforms are formed • brainstorming the importance of coastal landforms • discussing the importance of coastal landforms	• discussion • question and answer • pair work • field visits • peer assessment • individual/self assessment	• students' experiences • local environment • diagrams of coastal landforms • pictures • videos • internet

Term 2
Core element: Understanding the earth
Outcome: The students will be able to demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment	Success criteria	Theme/topic	Suggested teaching and	Suggested teaching,	Suggested teaching,

standard			**learning activities**	**learning and assessment methods**	**learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of oceans	Students must be able to: 1 explain relief features of ocean basins 2 explain the terms *ocean currents*, *drifts* and *streams*	**Relief features of the ocean basins**	• discussing the nature of relief features of the ocean basin • identifying relief features of the ocean basin on a map or diagram • drawing relief features of ocean basins • brainstorming the meaning of the terms *ocean currents*, *drifts* and *streams* • discussing the meaning of the terms *ocean currents*, *drifts* and *streams*	• written exercises • group discussion • question and answer • peer assessment • demonstration • written exercises	• ocean basin profiles • world maps showing distribution of ocean currents • diagrams of the movement of ocean currents • models • internet • atlases
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 identify major ocean currents of the world		• discussing major types of ocean currents • locating major ocean currents of the world		

	4 explain causes of ocean currents 5 explain factors that influence the direction of ocean currents 6 suggest the effects of ocean currents		• brainstorming the causes of ocean currents • discussing the causes of ocean currents • illustrating how ocean currents are caused • examining factors that influence the direction of ocean currents • illustrating how the direction of ocean currents is influenced • brainstorming the effects of ocean currents • examining the effects of ocean currents		

Core element: Understanding the earth

Outcome: The students will be able to demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students	The students must be able to:				

are able to: • develop an appreciation of global air pressure and wind patterns	1 explain the term *air pressure* 2 explain factors that influence air pressure	**World pressure belts**	• brainstorming the meaning of the term *air pressure* • discussing the meaning of the term *air pressure* • discussing a diagram of rising and descending air • discussing factors which influence air pressure	• discussion • question and answer • pair work • group work • written exercises • peer assessment	• students' experiences • diagram showing pressure belts • diagrams showing rising and descending air • temperature and altitude data • internet • videos

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 locate the main air pressure belts on world maps		• locating the main pressure belts on world maps • discussing the main pressure		

	4 account for the distribution of pressure belts in the world		• discussing the causes of different types of pressure belts • interpreting temperature and altitude data in relation to pressure		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of prevailing winds	Students should be able to: 1 explain the term *prevailing winds*	**Prevailing winds**	• brainstorming the meaning of the term *prevailing winds* • discussing the meaning of the term *prevailing winds*	• question and answer • discussion • individual/self assessment • demonstration	• local environment • atlases • students' experiences • globes

	2 explain different types of prevailing winds		• distinguishing prevailing winds from local winds • discussing different types of prevailing winds • locating prevailing winds on world map	• group work • pair work • written exercises • peer assessment	• local environment • air pressure data • balls

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain how prevailing winds are influenced by air pressure belts 4 explain how the Ferrel's law of deflection (Coriolis		• discussing how prevailing winds are influenced by air pressure belts • relating air pressure to the characteristics of the prevailing winds • demonstrating how Ferrel's law of deflection (coriolis force) affects the		

	force) affects prevailing winds 5 interpret isobars on an air pressure map		direction of prevailing winds • illustrating how wind direction is affected using non-rotating and rotating globes • plotting isobars on an air pressure map • determining wind strength and direction from an isobaric map		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of air masses	The students must be able to: 1 explain the term *air mass* 2 explain the main types of air masses	**Air masses**	• brainstorming the meaning of the term *air mass* • discussing the meaning of the term *air mass* • identifying the main types of air masses on a world map • discussing the main types of air masses • classifying air masses	• question and answer • group work • written exercises • peer assessment • discussion	• world maps showing air masses • television programmes programmes • internet • videos • resource persons • maps of Africa showing air

	3 explain the weather associated with air mass		• discussing weather associated with each type of air mass • relating types of air mass to types of weather in the local environment • identifying air masses which influence weather types of the African continent		masses and the Intertropical Convergence Zone (ITCZ)

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of weather patterns associated with fronts	The students must be able to: 1 explain the term f*ront* 2 explain the formation of fonts	**Fronts**	• brainstorming the meaning of the term *front* • discussing the meaning of the term *front* • identifying different types of fronts from diagrams • discussing different types of fronts • discussing the formation of different fronts	• question and answer • discussion • peer assessment • pair work • individual/self assessment • group work • written exercises • demonstration	• diagram showing different types of fronts • isobaric maps of Africa according to seasons • videos • checklists • local environment • students'

	3 identify characteristics of different types of fronts		• brainstorming the characteristics of different types of fronts • examining the characteristics of different types of fronts diagrams • locating different types of fonts on map of the world		experiences • internet • scoring rubrics
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 describe the type of weather associated with each type of front 5 explain the ITCZ and its impact on weather		• drawing diagrams of different types of fronts • analyzing the type of weather associated with each type of front • discussing the ITCZ as a pressure belt • studying isobaric maps of Africa according to seasons • discussing the movement of the ITCZ on the African		

			continent during the year • discussing the impact of the ITCZ on weather patterns in Malawi		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of the occurrence of local wind patterns in particular areas of the world	The students must be able to: 1 explain the meaning of the term *local winds* 2 explain the characteristics of local winds	**Local winds**	• discussing the term *local winds* • locating local winds on a world map • brainstorming the characteristics of local winds • discussing the characteristics of local winds • discussing local winds eg chiperoni, harmattan,	• discussion • pair work • written exercises • group work • explanation	• world map • students' experiences • atlases • videos • internet • local environment • resource persons

			fohn and chinook		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain the occurrence of local winds 4 explain the occurrence of land and sea breezes 5 explain the influence		• brainstorming the occurrence of local winds • discussing the occurrence of local winds • locating local winds on world map • identifying land and sea breezes • discussing the occurrence of land and sea breezes		

	of land and sea breezes on local weather and human activities		• brainstorming the influence of land and sea breezes on local weather and human activities • discussing the influence of land and sea breezes on local weather and human activities		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of cyclones and anti-cyclones	The students must be able to: 1 explain the development of cyclones and anticyclones 2 explain the weather	**Cyclones and anti-cyclones**	• discussing the meaning of *cyclones* and *anticyclones* • identifying different types of cyclones • discussing the development of tropical and temperate cyclones • locating tropical and temperate cyclones on a world map • discussing the weather	• discussion • written exercises • group work • peer assessment • question and answer • pair work	• videos • diagrams of cyclones and anti cyclones • pictures of cyclones and anti cyclones • isobaric maps showing cyclones and anti cyclones • world maps of cyclones and anticyclones

	associated with tropical and temperate cyclones		associated with tropical and temperate cyclones • comparing the weather associated with tropical and temperate cyclones		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

We will know this when the students are able to: • demonstrate an understanding of the nature of clouds	The students must be able to: 1 explain how clouds are formed 2 identify the main types of clouds	**Clouds**	• discussing the meaning of the term *clouds* • studying a diagram of the hydrological cycle • relating the hydrological cycle to cloud formation • discussing how clouds are formed • identifying types of clouds from photographs or diagrams • classifying clouds according to appearance and altitude • discussing types of weather associated with types of clouds	• discussion • observation • peer assessment • pair work • explanation • question and answer • written exercises	• local environment • pictures of types of clouds • rubrics • checklists • videos • students' experiences • resource persons

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this	The students must be able				

when the students are able to: • demonstrate an understanding of different forms of precipitation	to: 1 explain forms of *precipitation* 2 explain how precipitation is formed	**Precipitation**	• brainstorming the meaning of the term *precipitation* • discussing the meaning of the term *precipitation* • identifying the major forms of precipitation • suggesting conditions necessary for precipitation • discussing how precipitation is formed	• discussion • question and answer • individual/self assessment • peer assessment • group work • written exercises	• local environment • students' experiences • internet • pictures of forms of precipitation • checklists • videos • resource persons

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to:	The students must be able to:				

• demonstrate an understanding of types of rainfall	1 explain the formation of different types of rainfall 2 identify areas in the world receiving different types of rainfall 3 interpret rainfall data from various sources	**Rainfall**	• identifying types of rainfall • discussing the formation of each type of rainfall • discussing the characteristics of each type of rainfall • identifying areas on a world map receiving different types of rainfall • accounting for rainfall types in the identified areas • discussing how to interpret rainfall data from graphs and maps • interpreting rainfall data from graphs and maps	• question and answer • individual/self assessment • group work • pair work • peer assessment • discussion • written exercises	• world map • students' experiences • diagrams of types of rainfall • local environment • rainfall data • videos • television programmes • internet

Term 3

Core element: Understanding the earth

Outcome: The students will be able to demonstrate an understanding of the atmosphere, biosphere, hydrosphere and lithosphere.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this	Students must be able to:				

when students are able to: • develop an understanding of world climates and their associated biomes	1 explain *climatic region* 2 identify world climatic regions	**Climatic regions and world vegetation (biomes)**	• brainstorming the term *climatic region* • discussing the meaning of the term *climatic region* • identifying world climatic regions on a map • brainstorming criteria used to classify world climates • discussing criteria used to classify world climate	• pair work • essays questions • group work • individual/self assessment • discussion • written exercises • peer assessment	• students' experiences • world maps showing climatic regions • videos • world maps showing biomes • pictures showing vegetation characteristics • checklists • internet
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain characteristics of climates and associated vegetation		• discussing characteristics of each of the climates and its associated vegetation • relating the climatic regions to world vegetation types eg		

	4 explain the influence of climate and vegetation on economic activities		equatorial, tropical continental, tropical desert and mediterranean (warm temperate western margin) • brainstorming the influence of climate and its associated vegetation on economic activities • examining the influence of climate and its associated vegetation on economic activities		

Core element: Environmental and natural resources management

Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practice sustainable natural resource management.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of environmental	Students must be able to: 1 explain environmental issues	**Environmental issues**	• discussing meanings of the terms *environmental issue*	• field visits • question and answer	• pictures showing polluted areas • flow diagrams

issues	2 explain the meaning of the term *pollution*		and *environmental problem* • identifying environmental issues and environmental problems • discussing the meaning of the term *pollution* • identifying different types of pollution	• pair work • teacher observation • projects • case study • debate • future's wheels • bus stop • enter-educate	• local environment • posters • resource persons • videos • newspaper articles • students' experiences

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 describe causes and effects of pollution		• conducting a survey of the local environment to identify cases of pollution • discussing various causes of pollution • discussing the effects of pollution • developing future's wheels on the effects		

	4 suggest ways of controlling pollution		of pollution • suggesting ways of combating pollution • comparing different efforts and approaches to combat pollution • carrying out an environmental education activity within the school or local community to control pollution		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of desertification	Students must be able to: 1 explain the meaning of the term *desertification* 2 describe causes of	**Desertification**	• brainstorming the meaning of the term *desertification* • discussing the meaning of the term *desertification* • identifying factors that lead to	• question and answer • discussions • written exercises • pair work • group work • teacher observation	• pictures • flow diagrams • posters • videos • newspaper articles • students' experiences • maps of the word

	desertification 3 assess the effects of desertification		desertification • discussing the process of *desertification* • discussing the effects of desertification • suggesting ways of controlling desertification • discussing ways of controlling desertification		• atlases

Core element: Environmental and natural resources management

Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practice sustainable natural resource management.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • develop an appreciation for the need to respond positively to climate change	Students must be able to: 1 explain the meaning of the term *climate change*	**Climate change**	• brainstorming the meaning of the term *climate change* • discussing the meaning of the term *climate change*	• case study • group work • question and answer • oral reports • written reports • debate	• maps • pictures • illustrations • local environment • videos • charts

	2 examine causes and effects of climate change		• discussing causes of climate change • discussing the effects of climate change • identifying practical evidence of climate change in Malawi	• teacher assessment • projects • future's wheels • field visits	• extracts • newspaper articles • graphs • resource persons • students' experiences
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain climate change mitigation and adaptation measures		• differentiating between climate change mitigation and adaptation • identifying climate change mitigation and adaptation practices • debating possible solutions to climate change		

Core element: Understanding the earth

Outcome: The student will be able to demonstrate an understanding of the lithosphere, hydrosphere, atmosphere and biosphere.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • develop an appreciation of the importance of fishing in the world	The students must be able to: 1 explain the development of the world fishing industry	**World fishing**	• discussing factors that influence the development of the fishing industry • examining how the factors affect major fishing areas of the world	• group discussion • question and answer • pair work • debate • peer assessment • individual assessment • role play	• students' experiences • local environment • world maps showing major fishing grounds • checklists • pictures of fishing tools

	2 identify major fishing grounds		• locating the major fishing grounds of the world • identifying main fish species caught in the major fishing grounds	• written exercises	• scoring rubrics • videos • newspaper articles • internet
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain the main fishing methods used in world fishing		• brainstorming various methods used to catch fish • listing the main methods used in the world's major fishing grounds • discussing the major fishing methods in the world		
	4 explain the importance of the fishing industry		• brainstorming the importance of the fishing industry • examining the listed importance of the fishing industry		
	5 explain other				

	resources from the sea apart from fish		• identifying other resources from the sea • discussing how the resources are socially and economically important		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	6 examine the challenges faced by the fishing industry		• discussing the challenges of the fishing industry • relating the challenges to the major fishing grounds		
	7 suggest possible solutions to the challenges faced by the fishing industry		• brainstorming possible solutions to the challenges faced by the fishing industry • examining possible solutions • proposing measures to ensure that solutions are successfully implemented		

Core element: Interdependence between Malawi and the world

Outcome: The student will be able to understand the interdependence between and among countries in environmental, economic, social and technological aspects for sustainable development.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the Students are able to: • appreciate the role of trade blocks in promoting regional and international trade	Students must be able to: 1 explain the term *trade block* 2 explain the aims of regional and international trade blocks 3 explain the benefits	**Regional and international trade blocks**	• discussing the term *trade block* • listing examples of regional and world trade blocks • discussing the aims of SADC, COMESA and WTO • debating whether Malawi should belong to SADC as well as COMESA • examining the benefits of	• discussion • question and answer • debate • case study • written exercises	• students' experiences • maps of Africa and the world • checklists • resource persons • videos

	and challenges of trade agreements		trade agreements • examining the challenges of trade agreements		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 explain the role of customs in international trade		• outlining the role of customs in international trade • discussing challenges associated with customs		

Form 4: Term 1

Core element: Map work

Outcome: Students should be able to demonstrate the ability to read, transform and interpret maps as well as analyse and interpret other geographical information in various forms.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources
We will know this when the students are able to: • demonstrate an understanding of remote sensing and geographical information system	Students must be able to: 1 explain remote sensing and geographical information system 2 interpret information from geographical information system	**Remote sensing and Geographical Information System (GIS)**	• discussing the meaning of the term remote sensing • discussing the meaning of the term geographical information system • studying aerial photographs, satellite images and recognizing information • interpreting geographical information • identifying relationships among phenomena by analyzing geographical information	• demonstration • group work • pair work • practical exercises • question and answer • discussion • field work	• aerial photographs • satellite images • resource persons • map reading textbooks • atlases • computer with GIS software • transparencies

Core element: Environmental and natural resources management

Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practice sustainable natural resource management.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of environmental issues in Malawi	Students must be able to: 1 locate wetlands on a map of Malawi 2 explain the importance of wetlands	**Wetlands in Malawi**	• discussing the term *wetland* • locating wetlands on a map of Malawi • identifying the flora and fauna of wetlands • identifying the importance of wetlands • discussing the importance of wetlands	• short essays • checklists • written exercises • group discussion • debate • field visits • written reports • projects • case study	• pictures • maps of Malawi • local environment • newspaper articles • videos • students' experiences
Assessment	**Success criteria**	**Theme/topic**	**Suggested teaching and**	**Suggested teaching,**	**Suggested teaching,**

standard			learning activities	learning and assessment methods	learning and assessment resources
	3 describe activities that threaten wetlands 4 suggest strategies for managing wetlands		• debating human activities that threaten wetlands • discussing human activities that threaten wetlands • brainstorming strategies for managing wetlands • discussing strategies for managing wetlands	• field visits • written reports • question and answer • case study • debate • bus stop • brainstorming • discussion	• pictures • maps of Malawi • local environment • newspaper articles • videos • students' experiences • resource persons
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment**	**Suggested teaching, learning and assessment**

				methods	**resources**
We will know this when students are able to: • demonstrate an understanding of wildlife	Students should be able to: 1 explain the term *wildlife* 2 explain the importance of wildlife in Malawi 3 describe human activities endangering wild life in Malawi	**Wild life in Malawi**	• brainstorming the meaning of the term *wildlife* • discussing the meaning of the term *wildlife* • locating wild life reserves in Malawi • brainstorming the importance of wildlife in Malawi • examining the importance of wildlife in Malawi • discussing activities endangering wildlife in Malawi • brainstorming conservation measures of wildlife species • visiting wildlife conservation areas	• field visits • written reports • question and answer • case study • debate • bus stop • brainstorming • discussion	• pictures • map of Malawi • local environment • newspaper articles • videos • students' experiences • resource persons

Core element: Environmental and natural resources management

Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practice sustainable natural resource management.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: demonstrate an understanding of waste management as an environmental issues	Students must be able to: 1 explain different types of wastes 2 explain the effects of poor waste disposal	**Waste management**	• discussing the meaning of the term *waste* • identifying different types of wastes • discussing different types of wastes • discussing the effects of poor waste disposal • visiting a waste disposal area to examine the effects of poor waste disposal • reporting findings	• field visits • written report • case study • question and answer • discussion • checklists • bus stop	• pictures • resource persons • newspaper articles • videos • students' experiences • local environment • protective gear
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

	3 explain ways of managing different types of wastes 4 explain the importance of waste management		• discussing the term *waste management* • identifying strategies for managing wastes • visiting waste management centres • discussing the importance of managing waste • developing and implementing school-based waste management strategies		

Core element: Environmental and natural resources management

Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practice sustainable natural resource management.

Assessment	Success criteria	Theme/topic	Suggested teaching and	Suggested teaching,	Suggested teaching,

standard			**learning activities**	**learning and assessment methods**	**learning and assessment resources**
We will know this when the students are able to: • understand national and international responses to climate change	Students must be able to: 1 identify national and international responses to climate change	**Responses to climate change**	• identifying climate change mitigation and adaptation initiatives in Malawi • suggesting other climate change mitigation and adaptation initiatives • analysing policies, measures and instruments to mitigate and adapt to climate change in Malawi • identifying international agreements on climate change	• question and answer • projects • written report • panel discussion • essay writing • teacher assessment	• resource persons • newspaper articles • videos • local environment • students' experiences • internet
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
			• analysing the challenges		

	2 analyse benefits and challenges of climate change interventions		and benefits of the international climate change agreements • promoting climate change mitigation and adaptation initiatives at community level		

Core element: Environmental and natural resources management

Outcome: The student will be able to appreciate the importance of the environment, consequently be able to protect it and practice sustainable natural resource management.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment	Suggested teaching, learning and assessment

				methods	**resources**
We will know this when students are able to: • appreciate the value of minerals	Students must be able to: 1 explain types of minerals	**Minerals**	• discussing the meaning of the term *mineral* • discussing types of minerals • listing examples of minerals • locating mineral deposits on a world map eg coal, copper, iron ore, gold, aluminium and uranium	• fieldwork • brainstorming • debate • question and answer • short essays • matching items • written report	• resource persons • samples of minerals • raised diagrams • statistics • world maps showing distribution of minerals • pictures and photographs • charts • students' experiences • videos

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	2 explain the uses of minerals		• discussing uses of minerals eg coal, copper, iron ore,	• fieldwork • brainstorming • debate	• resource persons • samples of minerals

	3 describe mining methods 5 describe the effects of mining 6 explain the occurrence of uranium in Malawi		gold, aluminium and uranium • matching minerals to their uses • discussing mining methods • drawing sketches of mining methods • studying pictures of mining sites • discussing the effects of mining • locating places where uranium is found on a map of Malawi	• question and answer • short essays • matching items • written reports	• raised diagrams • statistics • world maps showing distribution of minerals • pictures and photographs • charts • students' experiences • videos

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

	7 explain the importance of uranium 8 explain the possible environmental effects of uranium mining in Malawi		• discussing the occurrence of uranium • explaining how uranium is extracted • explaining how uranium is processed • brainstorming the importance of uranium mining in Malawi • discussing the importance of uranium mining in Malawi • identifying the countries where uranium from Malawi is exported • examining the possible impact of uranium on the environment • discussing the cost-benefit analysis of uranium mining in Malawi	• brainstorming • debate • question and answer • group discussions • matching items • field visits • written reports	• map of Malawi showing occurrence of uranium • resource persons • pictures/photographs • statistics • videos • students' experiences
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are	Students should be able to:				

able to: • demonstrate an understanding of formation of petroleum	1 explain the formation and occurrence of petroleum 2 describe how petroleum is extracted, transported and refined	**Petroleum in the world**	• discussing the term *petroleum* • locating places where petroleum is found in the world • discussing the formation of petroleum • discussing the occurrence of petroleum • discussing how petroleum is extracted • discussing how petroleum is transported • discussing how petroleum is refined	• question and answer • group discussions • matching items • debate	• sample petroleum products • pictures /photographs • raised diagrams • charts • matching items • world maps showing the distribution of petroleum

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain the uses of petroleum		• identifying petroleum products	• brainstorming • debate	• resource persons • pictures/photogr

	4 describe the environmental impact of petroleum drilling, refining and transportation		• discussing uses of petroleum • discussing the role of OPEC • discussing the environmental impact of oil drilling, refining and transportation • debating on the possible impact of drilling oil in Lake Malawi	• question and answer • group discussions • matching items • field visits • written reports	aphs • statistics • videos • students' experiences

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

We will know this when students are able to: • demonstrate an understanding of different types of energy	Students must be able to: 1 describe types of energy 2 explain advantages and disadvantages of each type of energy	**Energy**	• brainstorming the meaning of the term *energy* • discussing the meaning of the term *energy* • discussing types of energy • explaining how energy is produced from the sun, wind and water • brainstorming the advantages and disadvantages of different types of energy • discussing advantages and disadvantages of different types of energy	• question and answer • field visits • written report • debate • peer assessment	• pictures photographs • raised diagrams • realia • videos • students' experiences • newspaper articles
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 examine the		• brainstorming the	• brainstorming	• maps of Malawi

	importance of energy 4 explain the environmental impact of various sources of energy		importance of energy • discussing the importance of energy • examining the environmental impact of various sources of energy debating the impact of energy in Malawi • examining the energy crisis in Malawi	• debate • question and answer • group discussions • matching items • field visits • written reports	showing occurrence of uranium • resource persons • pictures/ photographs • statistics • videos • students' experiences

Core element: Spatial Organization

Outcome: The student will be able to demonstrate increasing knowledge and understanding of places in the local, regional, national, international and global contexts, in relation to distribution of economic and social activities.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment methods	Suggested teaching, learning and assessment resources

We will know this when the students are able to: • demonstrate an understanding of world population distribution and density	Students must be able to: 1 identify areas of low, medium and high population densities on a world map 2 account for world population distribution	**World population distribution and density**	• studying a world map showing population distribution • identifying areas with low, medium and high population densities • explain world population distribution • calculating population densities for selected countries • drawing maps to show population distribution in the world	• oral questions • discussions • group work • pair or individual work	• students' experiences • atlases • world maps eg physical, economic and population) • TV and newspaper reports • observation checklists

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of	The students must be able to: 1 explain the structure of a given population	**Population dynamics**	• interpreting data to establish population	• short answer questions	• population data • census reports

population dynamics	2 compare the population structures of developing countries with those of developed countries		structure • drawing age-sex pyramids or population pyramids • comparing and contrasting the population structures of developed and developing countries • accounting for the differences based on factors such as birth rate, fertility rate and mortality rate	• individual work • pair work • teacher observation • group work • peer assessment • group work	• population pyramids • students' experiences • observation checklists • students' experiences
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 describe the implications of various population structures on development		• discussing the meaning of the term *dependency ratio* • calculating dependency ratio for developing and developed countries		

	4 describe the demographic transition model 5 explain the causes of rapid population growth		• examining the implications of various population structures on development • studying diagrams of the demographic transition model • analyzing the demographic transition model • brainstorming causes of rapid population growth • discussing causes of rapid population growth	• group work • survey reports • discussion	• posters and charts • videos • internet • questionnaires
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	6 assess the effects of rapid population growth on development		• conducting a research to relate the number of students to available school resources • discussing the effects of rapid population growth on development • debating/role	• group work • field work • group work • future's wheels • debate • role play • drama • pair work	• pictures • observation checklists • resource persons • local environment

	7 suggest strategies for controlling population growth 8 explaining the benefit of controlling population growth		playing/dramatizing the effects of rapid population growth • brainstorming strategies for controlling population growth • discussing strategies for controlling population growth • role playing the benefits of controlling population growth • discussing the benefits of controlling population growth	• question and answer • quizzes	
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • relate spatial distribution of settlements to economic and social activities	Students must be able to: 1 identify types of settlements	**Settlements**	• brainstorming the meaning of the term *settlement* • discussing the meaning of the term *settlement* • identifying types of	• question and answer • field trip • written reports • checklists • group work	• resource persons • topographical maps • local environment • pictures

	2 describe settlement patterns 3 explain factors that influence settlement patterns		settlements • discussing rural and urban settlements • discussing different types of settlement pattern • examining different settlement patterns • brainstorming factors that influence settlement patterns • discussing factors influencing settlement patterns	• case study • discussion	• newspaper articles • checklists • videos • chart • diagrams of the concentric zonal model

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of urbanisation	Students should be able to**:** 1 explain the meaning of the term *urbanisation*	**Urbanisation**	• brainstorming the meaning of the term *urbanization* • discussing the meaning of the term *urbanization* • discussing the concentric zonal model	• question and answer • field trips • written reports • checklists • group work • case study	• resource persons • topographical maps • local environment • pictures • newspaper

	2 explain factors that influence urbanisation 3 assess the effects of urbanisation		• brainstorming factors that influence urbanisation • discussing the factors that influence urbanisation • studying pictures showing effects of urbanisation • discussing the effects of urbanisation	• discussion	articles • checklists • videos • chart • diagrams of the concentric zonal model
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 suggest solutions to challenges associated with urbanisation 5 identify environmental risks		• brainstorming solutions to challenges associated with urbanization • visiting nearby urban centre to assess the impact of urbanisation • discussing the solutions to challenges associated with urbanisation • brainstorming	• discussion • field trips • question and answer	

	associated with settlements		environmental risks associated with settlements • identifying environmental risks associated with settlements in local surroundings • discussing environmental risks associated with settlements • discussing ways of dealing with environmental risks associated with settlements		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	6 relate concepts of urbanisation to Lilongwe city		• identify the functional zones of Lilongwe city • discussing factors for the growth of Lilongwe city • assessing the challenges of rapid urbanisation of		• maps of Lilongwe city

			Lilongwe city • suggesting solutions to the challenges of rapid urbanisation of Lilongwe city		

Term 2
Core element: Spatial organization
Outcome: The student will be able to demonstrate increasing knowledge and understanding of places in the local, regional, national, international and global contexts, in relation to distribution of economic and social activities.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and	Suggested teaching, learning and

				assessment methods	**assessment resources**
We will know this when the students are able to: • demonstrate an understanding of types of agriculture practiced in different parts of the world	Students must be able to: 1 explain agriculture as a system 2 explain factors that influence agriculture 3 explain types of agriculture	**World agriculture**	• identifying inputs, processes and outputs of farming system • drawing a flow diagram illustrating agriculture as a system • discussing factors that influence agriculture • classifying factors influencing agriculture into physical, economic, human and technological • discussing the criteria used to classify types of agriculture • discussing the difference between subsistence agriculture and commercial agriculture	• discussion • question and answer • written exercises • oral assessment	• students' experiences • local environment • textbooks • chart
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 locate on the world maps areas where different types of		• identifying examples of subsistence agriculture and places where it is	• discussion • pair work • matching items	• world maps • population maps • students'

	agriculture are practised 5 differentiate between intensive and extensive farming		practised • identifying examples of commercial agriculture and places where it is practised • brainstorming the difference between intensive and extensive farming • discussing the difference between intensive farming and extensive farming • relating areas that practise extensive farming to population density	• oral exercise • written exercises • field visits • short essays	experiences • atlases • sample products • resource persons

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	6 identify on the world maps places where extensive farming is practiced		• locating areas where extensive farming is practiced on a world map • locating areas where	• discussions • pair work • matching items • oral exercise • written exercises	• world maps • population maps • students' experiences • atlases

	7 differentiate extensive crop farming from extensive animal farming		extensive crop farming is practised on a world map • brainstorming the difference between extensive crop farming and extensive animal farming • discussing the difference between extensive crop farming and extensive animal farming • discussing the advantages and disadvantages of extensive farming	• field visits • short essays	• sample products • resource persons

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	8 assess the value of intensive farming		• locating on the world maps areas where intensive farming is practised	• discussions • pair work • matching items • oral exercises • written exercises	• world maps • population maps • students' experiences • atlases

			• brainstorming the advantages and disadvantages of intensive farming • discussing the advantages and disadvantages of intensive farming	• field visits • short essays	• sample products • resource persons

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • Demonstrate an understanding of intensive rice farming: a case	Students should be able to: 1 locate south east Asia on a world map	**Intensive rice farming in south east Asia**	• locating south east Asia on a world map • identifying countries where rice is grown in	• discussions • pair work • matching items • oral exercise	• world maps • population maps • students' experiences

study of South east Asia	2 relate farming activities to cycle of seasons in south east Asia		south eastern Asia discussing the population density of south east Asia • discussing conditions favouring rice farming in south east Asia • drawing a pie charts showing the cycle of farming activities in a year • relating the cycle of farming activities to the cycle of seasons	• written exercises • field visits • short essays	• atlases • sample products • resource persons
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain challenges associated with rice farming in south east Asia		• brainstorming the problems associated with rice farming in south east Asia • discussing problems associated with rice farming in south east	• discussions • pair work • matching items • oral exercise • written exercises • field visits • short essays	• world map • population maps • students' experiences • atlases • sample products • resource persons

	4 assess the value of intensive rice farming in south east Asia		Asia • brainstorming the importance of intensive rice farming to the economies of the countries in south east Asia • discussing the importance of intensive rice farming to the economies of the countries in south east Asia		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of intensive animal farming: a case study of Denmark	Students must be able to: 1 explain factors favouring dairy farming in Denmark	**Intensive animal farming in Denmark**	• locating Denmark on a world map • discussing factors favouring dairy farming in Denmark • identifying breeds	• discussions • pair work • matching items • oral exercise • written exercises • field visits	• world map • population maps • students' experiences • atlases • sample products

	2 state crops associated with dairy farming in Denmark		of cattle raised on dairy farms in Denmark • identifying crops grown on dairy farms • explain the importance of crops grown on a dairy farm in Denmark • explain the use of the crops grown on dairy farms	• short essays	• resource persons

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

	3 relate the cycle of seasons to farming activities on a dairy farm in Denmark 4 identify products from dairy farms		• drawing a pie charts showing the cycle of activities in a year • relating farming activities to the cycle of seasons • brainstorming dairy products • identifying products from dairy farms		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	5 explain the role of cooperatives in dairy		• explain the term *cooperatives*		

	farming in Denmark 6 explain the importance of dairy farming in Denmark		• discussing the importance of cooperatives in dairy farming in Denmark • brainstorming the importance of dairy farming to Denmark • discussing the importance of dairy farming to the economy of Denmark • locating other dairy farming areas on a world map		• products of dairy farming

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to:	Students should be able to:				

• demonstrate an understanding of irrigation farming	1 identify areas on a world map that depend on irrigation 2 explain factors which encourage irrigation 3 explain modern methods of irrigation	**Irrigation farming**	• studying a world map showing areas where irrigation farming is practiced • locating areas that depend on irrigation on a world map • brainstorming conditions which necessitate irrigation farming • discussing conditions which necessitate irrigation farming • studying pictures showing methods of irrigation • discussing methods of irrigation eg overhead, drip and furrow	• discussion • pair work • brain storming • question and answer • short essays • panel discussion	• world maps • climatic maps • resource persons • local environment • pictures showing types of irrigation • students' experiences • local environment • climatic data
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 outline challenges faced in irrigation farming		• brainstorming challenges associated with irrigation farming • discussing challenges	• discussion • pair work • brain storming • question and answer	• world maps • pictures • textbooks

	5 suggest solutions to challenges faced in irrigation farming 6 explain how irrigation can be improved in Malawi		associated with irrigation farming • brainstorming solutions to challenges facing irrigation farming • discussing solutions to challenges facing irrigation farming • identifying areas where irrigation is practised in Malawi • discussing problems facing irrigation in Malawi • discussing how irrigation can be improved in Malawi	• short essays panel discussion	

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when students are able to: • demonstrate an understanding of	Students should be able to: 1 explain how climate, relief and soil	**Irrigation farming in**	• locating Israel on a world map		• world maps • pictures

irrigation farming: a case study of Israel	influence irrigation farming in Israel	**Israel**	• identifying the climatic regions under which Israel falls • relating climatic regions in Israel to irrigation farming • discussing the relief, soil and climate of Israel • relating the climate, relief and soil to water supply		• textbooks
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	2 explain methods of irrigation practised in Israel		• brainstorming methods of irrigation in Israel • discussing methods of irrigation in Israel • relating methods of irrigation to relief and		

	3 explain challenges encountered in sourcing irrigation water in Israel 4 identify crops grown under irrigation in Israel		climate • locating areas where irrigation is practised in Israel • identifying the challenges encountered in sourcing irrigation water in Israel • discussing the sources, treatment and distribution of irrigation water in Israel • identifying the crops grown under irrigation in Israel • comparing crops grown under irrigation in Malawi with those of Israel		
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

We will know this when students are able to: • Demonstrate an understanding of plantation farming	Students should be able to: 1 explain the term *plantation farming* 2 identify areas where plantation farming is practised	**Plantation farming**	• brainstorming the meaning of the term *plantation farming* • discussing the meaning of the term *plantation farming* • locating the main areas where plantation farming is practised • stating the crops grown under plantation farming	• educational visits • fieldwork • group discussion • debate • panel discussion • fieldwork report • question and answer • matching exercises	• world maps • resource persons • pie chart • maps of Malawi • sample products • pictures • flow diagram • students' experiences
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**

	3 explain the characteristics of plantation farming 5 explain the value of plantation farming		• matching type of crops grown to areas where they are grown • studying a plantation farm from either pictures or nearby farm • discussing the characteristics of plantation farming • debating the advantages and disadvantages of plantation farming • discussing the advantages and disadvantages of plantation farming	• group work • individual work • written exercises • checklists	• maps of Malawi • pictures of tea plantations • climatic data

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this	Students should be able				

when students are able to: • demonstrate an understanding of tea farming in Malawi	to: 1 explain conditions favourable for tea growing	**Tea plantation in Malawi**	• brainstorming the conditions favourable for tea growing • discussing the conditions favourable for tea growing • locating tea growing areas on a map of Malawi	• field visits	• charts • resource persons
	2 explain the cycle of farming activities in tea farming		• drawing pie charts showing a the cycle of activities in a tea plantation • discussing a cycle of farming activities • explaining the stages of processing of tea		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain the value of the tea industry to the		• discussing the importance of the tea	• field visits	• charts • resource persons

	economy of Malawi		industry to Malawi's economy • drawing pie charts showing the value of tea and four other major export commodities for Malawi		

Term 3

Core element: Spatial organization

Outcome: The student will be able to demonstrate increasing knowledge and understanding of places in the local, regional, national, international and global contexts, in relation to distribution of economic and social activities.

Assessment standard	Success criteria	Theme/topic	Suggested teaching and learning activities	Suggested teaching, learning and assessment	Suggested teaching, learning and assessment

				methods	**resources**
We will know this when the students are able to: • develop an appreciation of industrialization	The students must be able to: 1 explain the term *industrialization* 2 examine the advantages and disadvantages of industrialisation	**Industrialisation**	• brainstorming the meaning of the term *industrialization* • discussing the meaning of the term *industrialization* • discussing the advantages and disadvantages of industrialisation • debating on the necessity on industrialisation in Malawi	• discussion • case study • field visits • debate • teacher observation	• photographs • students' experiences • local environment • videos • maps of Malawi
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of	The students must be able to: 1 explain types of industries	**Industry**	• brainstorming types of industries	• question and answer	• pictures/ photographs of

industry as an important economic activity 2 explain industry as a system 3 locate the major industrialised areas of the world			• discussing types of industries eg primary, secondary, tertiary and quaternary • brainstorming the meaning of the term *system* • discussing industry as a system in terms of inputs, processes and outputs • studying a world map showing major industrialised areas	• discussion • matching exercises • group work • field work	industries • students' experiences • local environment • sketch-diagrams of industries as systems

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	4 account for the location of major industrialised areas		• identifying the major industrialised areas on world maps • suggesting factors	• individual work • question and answer • written exercises • group work	• world maps • students' experiences • photographs • videos

	5 assess disaster, hazard and disaster risk management issues related to industries		influencing the location of major industrialised areas • discussing factors influencing the location of major industrialised areas • brainstorming risk and management impact of industries • discussing the risk and disaster management impact of industries with regards to structural risks and hazards and environmental impact	• discussion • field visits	

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • develop an understanding of	Students must be able to: 1 locate the major industrial areas of	**Motor vehicle industry in Japan**	• studying a world map showing Japan	• discussion • question and	• students' experiences

the roles and operations of some industries	Japan 2 explain factors for the growth of the motor vehicle industry in Japan		• locating Japan on a world map • studying a map of Japan showing major industrial areas • locating major industrial areas • brainstorming factors for the growth of the motor vehicle industry in Japan • discussing factors for the growth of the motor vehicle industry in Japan	answer • written exercises	• world maps • maps of Japan • photographs • trade figures for Japan • internet • videos • CDs • resource persons

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 describe the stages of motor vehicle production in Japan		• brainstorming the stages of motor vehicle production • discussing the stages of motor vehicle		

	4 explain the significance of the motor vehicle industry in Japan		production • discussing advantages and disadvantages of automation/robot technology in motor vehicle production • brainstorming the significance of the motor vehicle industry in Japan • discussing the significance of the motor vehicle industry in Japan • naming Japanese cars common in Malawi		

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
We will know this when the students are able to: • demonstrate an understanding of tourism in Africa	Students must be able to: 1 examine factors that promote tourism in Africa	**Tourism in Africa**	• locating major tourist centres in Africa • discussing factors that promote tourism in Africa	• group discussion • group work • field visits • question and answer	• map of Africa • pictures/ photographs • students' experiences

	2 assess the impact of tourism in Africa		• relating the factors to specific tourist areas • brainstorming the impact of tourism in Africa • discussing the impact of tourism in Africa • debating the impact of tourism in Africa	• debate • pair work	• videos • checklists • local environment • resource persons • statistical data on tourism

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	3 explain the meaning of the term *eco-tourism* 4 assess the importance of eco-tourism		• discussing the meaning of the term *eco-tourism* • identifying eco-tourist centres in Africa • brainstorming the importance of eco-	• group discussion • case study • question and answer • educational visits	• photographs • reports • resource persons

			tourism • discussing the importance of eco-tourism • visiting an eco-tourism centre in Malawi		

Core element: Interdependence between Malawi and the world

Outcome: The student will be able to understand the interdependence between and among countries in environmental, economic, social and technological aspects for sustainable development.

Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
we will know this when the students are able to: • appreciate the role of transport in world economic	the students must be able to 1 identify the major sea and air routes of the world	**Major world transport route**s	• mentioning types of transport	• discussion • question and answer	• world map with major transport routes

development			• discussing advantages and disadvantages of different transport system • studying a world map showing major sea and air routes • identifying major sea and air routes of the world • locating major sea and air routes of the world	• peer assessment • written exercises • group discussion	• pictures • students' experiences • checklists • map of Africa showing railway network • atlases
Assessment standard	**Success criteria**	**Theme/topic**	**Suggested teaching and learning activities**	**Suggested teaching, learning and assessment methods**	**Suggested teaching, learning and assessment resources**
	2 explain the importance of the major world sea and air routes 3 locate the major		• discussing the importance of the major sea and air routes • discussing the challenges faced by land-locked countries • studying maps of Africa showing major		

	railway lines in Africa		railway lines • locating the major railway lines in Africa • examining the reasons for the distribution of railway networks in Africa		

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